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"The report deserves the unqualified support of the State. For the first time in their history, the functions and financial needs of the higher institutions have been determined by experts by a scientific method. The State needs to learn the lesson of the survey more completely in the future. There should be a survey through scientific methods every six years. The report of the experts should be made direct to the Governor and the Legislature. Also, there should be a determination of the millage in the same manner as the experts this year deter-

mined the proper functions of the institutions. In this survey the experts did not deal with the manner of a scientific millage apportionment.

"The average attendance should be the principal basis for the distribution of money for instruction. The Legislative Commission has accomplished a great service in its recommendations in pointing a way toward a more scientific method of determining economies and efficiency in the higher institutions of learning."

J. ORIN OLIPHANT.

Cornell

The Theta Chapter started this year somewhat handicapped because there remained only seven members who could take an active part in the work of the chapter. By the end of the first term things had begun to run smoothly and eight new members were elected, one graduate, three seniors and four juniors. Our meetings this term have been interesting as well as instructive. The initiates gained a good idea of the standard of the chapter from the address given at the banquet by Prof. G. P. Bristol. He told us, among other things, of some of the attempts being made to put through certain school legislation for the improvement of conditions in teaching, especially in regard to salaries and tenure. It was gratifying to learn, however that in spite of the crying need for reform, there are many cases where large city school superintendents are paid larger salaries than the fire chief or head of the police. At the next meeting, E. M. Tuttle of the Department of Rural Education told us something of what is being done, this year, in the extension work of which he has charge. At another meeting Dr. W. K. Wright indicated some of the difficulties he had encountered in teaching a beginning course in the problems of philosophy. His talk gave rise to some lively discussion in which everyone took part. At the last meeting, H. G. Bishop read a paper re-

viewing a book by A. B. Morrill on Psychology for teachers. Two more meetings remain for us this year and the program committee has arranged that these evenings shall be given over to the men who will be leaving us this year. Our final evening will, of course, include the annual treat of strawberries and cream which is becoming a chapter tradition.

The majority of the active members of the chapter have subscribed for the National News Letter and all have praise for the idea and the way it is being worked out. All Phi Delta Kappa members ought to get behind the proposition and boost. This year, we began the publication of a local journal and we realize to some extent the difficulties of the job Brother McAllister has undertaken.

F. L. DIMMICK, Cor. Sec.

A BIT OF RESEARCH.

The activities of the members of Cornell chapter along lines of research have been confined to studies in the field of Educational Psychology. Bro. Gilbert J. Rich is at work on a problem concerned with efficiency in learning, which is nearing completion. The study is based on the very common observation that one tends to learn the beginning or end of a piece of poetry much more readily than its middle. The same thing tends

to hold for nonsense material, where the first and last syllables of a series are the earliest to be learned. The two ends seem to have some special power to compel attention. Since the middle of a piece of poetry, or other material, is the hardest to learn, it was suggested by Prof. Fraser that the general efficiency of learning might be improved by directing special attention upon the middle of the material while it is being learned, and leaving the ends to take care of themselves. The problem of the investigation is to test this suggestion, and determine the effect of special attention to the middle of a series on the efficiency in learning and retaining it. Is efficiency improved at all? Or does voluntary attention to the middle of a poem interfere with the power of the beginning and end to compel attention and, so, decrease efficiency? These are the questions to be answered by the experiment.

The general method of the experiment is quite simple. The subjects are given poetry, non-sense syllables, and Chinese vocabularies to learn. Sometimes they are directed to give special attention to the middle of the bit of material they are memorizing, and the middle part is marked by a small bracket so that they can recognize it. At other times they are instructed to memorize without special attention to the middle, in order to get normal results for comparison. The usual records of speed of learning and of accuracy have been made. Then, in order to see what the effect on retention may be, the subjects are tested a day later to see how much they have remembered.

The investigation is not entirely completed as yet, and only the roughest sort of results are now available. The subjects show individual variations, and the results for different kinds of materials are quite different. One result that holds for all subjects is that attention to the middle of the series is a distinct disadvantage in learning Chinese vocabularies. In learning non-sense syllables, special attention to the middle of the series is a great help to one observer, a hindrance to another, and has little effect for a third. For poetry the results are even

more peculiar. One observer finds that concentration on the center of the selection is a slight help. For another it is a considerable hindrance in learning, but a help in recalling; while for a third, it results in considerably more errors but more rapid learning. The figures probably will be capable of further interpretation when the work is completed.

A problem with which probably all the chapters of Phi Delta Kappa have been confronted, is that of providing, for the regular meetings, programs of both social and scientific interest, using the word social with its common meaning. On the one hand is the tendency to make it only a seminary for the discussion of educational problems, on the other, the more dangerous tendency of allowing the chapter meetings to degenerate into a haphazard discussion club. A great deal can be said in favor of a systematic program for the year, such as that suggested in the letter from Stanford University in the April number. In fact, in our experience with a rather haphazard choice of subjects and presentations we have come to feel that we have not accomplished by any means what might have been accomplished. Two presentations during this semester are worthy of note, however, the one, by Professor E. M. Tuttle, on the status of rural education in New York state, and the other, by Dr. W. K. Wright, on the teaching of a course in Philosophy, widely separated in application, and yet illustrating with considerable force the wide scope of Education in general, and the cosmopolitan character of the Cornell Chapter in particular. To have subjects as widely separated as this is one of the privileges of a "no definite plan" chapter, but no doubt, a systematic mapping of the year's work is not inconsistent with variation in choice of subjects, while it may make unity more probable.

Let me also add my feeble voice against the barrier erected by the National Council between races. It is interesting to note, of course, that the meeting at which this action was taken

was held in California, but it would be unfair to say that the action was taken because of the feeling of the California chapter on the matter. Even if the people of California as a whole have a grudge against the peoples of the Orient, it would be a sad comment on our Educational ideals and on the ideals which Phi Delta Kappa expressly professes, to allow a local situation to so affect our action. If we cannot have cosmopolitanism in such an organization as Phi Delta Kappa, where the one great aim is the uplift of humanity, (not the American people) through education, where can we hope to find it. Is not a Chinese or a Japanese a man? Yes, apply it even to the black race! Would not Booker T. Washington have been worthy of recognition by Phi Delta Kappa, and could not he have made a worthy contribution to the advancement of Phi Delta Kappa?

To be sure the question of harmony is important. But by all for which Education is supposed to stand, by any and all of the ideals which Phi Delta Kappa propagates, by the most elemental of civilized virtues we may righteously protest against the limitation. Let each chapter

take any action that it may see fit, but let us not as a national organization stand for such a narrow outlook upon the world, or for such a retrenchment. If the Missouri Chapter finds that it can do better work by excluding students of the colored race, then the Missouri chapter acts on its own discretion. If the California chapter finds that in order to promote harmony within its ranks, it is necessary to draw a color line, that is its own affair, but as members of a national organization, the writer believes that no member is so small that he cannot recognize worth in a Japanese student, a Chinese student, or an Indian student, whose work commands respect from all who are in even a limited degree "not respectors of persons." At Cornell, we have quite a polyglot of students, from a half dozen different countries and more and in at least one case, a student of great ability, and well liked by the members of the organization, was excluded by this provision.

With Mr. Oliphant, of the Washington chapter, the writer would say emphatically, "Let us teach righteousness by first being righteous ourselves."

ELAM J. ANDERSON, Pres.

Kansas

THE APRIL MEETING OF THE ALUMNI CHAPTER.

Topeka is just twenty-seven miles from Lawrence; and thus it came about that seven members of the local Chapter were able to take a morning train in that direction on April 29. Our destination was the spring meeting of the Kansas Alumni Chapter, in the City Y. M. C. A. of Topeka, and our purpose was to have as much of a reunion, and to give and take as much information about what is going on in the field of Education as would be possible in the next six hours. We were not disappointed.

The morning session was taken up entirely with the discussion of a Doctor's thesis from our local Chapter,—“A Survey of the Fraternity Situation in Kan-

sas University” by Dr. Stanton Olinger. A brief sketch of this thesis was given in the February number of the News-Letter. Brother Olinger first explained in some detail his method of procedure in sending out his questionnaire, and in cataloging the answers that he received,—a process that necessitated the use of more than fifteen thousand cards. He then told us how he worked out his conclusions from the standpoint of group psychology, and answered our questions in the discussion that followed.

At the noon hour, business and eating were successfully combined; we were all able to eat our fill at the Cafeteria, and the members of the Alumni Chapter, among other things, succeeded in choosing their President, Brother McAllister, to repre-